



**North Dakota Education Standards and Practices Board  
InTASC Initial Program Report  
Preparation of Initial Teacher Preparation  
(05-17)**

**COVER SHEET**

1. **Institution's Name:** [Mayville State University](#)
2. **Date Submitted:** [December 31, 2025](#)
3. **Preparer of this Report:** [Kayla Smith](#)
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5. **Name of Institution's program:** [Master of Arts in Teaching \(MAT\)](#)
6. **Grade levels for which candidates are being prepared:** [5<sup>th</sup> - 12<sup>th</sup> Grade](#)
7. **Degree or award level (select one)**
  - a. **Initial**
    - i.  [Baccalaureate](#)
    - ii.  [Post Baccalaureate](#)
8. **Is this program offered at more than one site?**
  - a.  [Yes](#)
  - b.  [No](#)
9. **If your answer is yes to the above question, list the sites at which the program is offered:**
10. **Program report status (check one):**
  - a.  [Initial Review](#)
  - b.  [Continuing Review](#)
  - c.  [Focused Visit](#)

All course syllabi and aligned assessments can be found here: [Master of Arts in Teaching \(MAT\)](#)

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**SECTION I: CONTEXTUAL INFORMATION**

**1. Candidate Information**

**Directions:** Provide three cycles of data on candidates enrolled\* in the program and completing\*\* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

**Program: Master of Arts in Teaching (MAT)**

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2022-2023	16	5
2023-2024	17	6
2024-2025	8	6

\* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

\*\* Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

**2. Curriculum Exhibit (Select 1)**

a. X Option 1: Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

**Curriculum Exhibit Form SFN 14381.** Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.



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**CURRICULUM EXHIBIT FORM BASIC PROGRAM**  
**EDUCATION STANDARDS AND PRACTICES BOARD**  
**SFN 14381 (05-17)**



<b>Institution:</b> <a href="#">Mayville State University</a>	<b>Major:</b> <a href="#">Master of Arts in Teaching (MAT)</a>	
<b>Total credits required for degree:</b> <a href="#">32 credits</a>		
<b>General Studies</b>	<b>Teaching Specialty</b>	<b>Professional Education</b>
Credits Required: <a href="#">0</a>	Credits required: <a href="#">0</a>	Credits Required: <a href="#">32</a>
Essential studies requirements are waived when an MAT candidate enters Mayville State with a prior undergraduate degree.	MAT candidates' Teaching Specialty content courses are completed and/or verified through an undergraduate transcript audit.	<a href="#">EDUC 500 Teaching Mentorship Clinical Experience (6)</a> <a href="#">EDUC 522 Educational Assessment (3)</a> <a href="#">EDUC 526 Found Practices in Reading Instruction (3)</a> <a href="#">EDUC 550 Foundations of Educ/Leadership (3)</a> <a href="#">EDUC 555 Child &amp; Adolescent Development (3)</a> <a href="#">EDUC 572 Instructional Resources/Technology (2)</a> <a href="#">EDUC 580 Instructional Strategies Classroom Teacher (4)</a> <a href="#">EDUC 581 Human Relations &amp; Diversity (3)</a> <a href="#">EDUC 592 Theories of Learning/Management (2)</a> <a href="#">EDUC 593 Special Needs in an Inclusive Environment (2)</a> <a href="#">EDUC 595 Comprehensive Capstone Project (1)</a>
<b>Total:</b> <a href="#">0 credits</a>	<b>Total:</b> <a href="#">0 credits</a>	<b>Total:</b> <a href="#">32 credits</a>

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

**3. Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

The Master of Arts in Teaching (MAT) program at Mayville State University provides a pathway for individuals with a non-teaching bachelor's degree to enter the teaching profession as secondary educators in fields offered at Mayville State such as Social Studies, Science, Mathematics, English, Physical Education, and Health. This 32-credit, fully online program is designed for flexibility and affordability, making it ideal for adult learners balancing professional and personal responsibilities. Grounded in the Reflective Experiential Teacher Model and aligned with InTASC standards, the



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MAT program emphasizes research-based instructional practices, reflective learning, and leadership development to prepare candidates for success in today's diverse classrooms.

MAT students typically begin the program by completing university admission requirements, including consultation with an advisor, completion of an online graduate application, verification of previous degree, and submission of official transcripts. Admission to the MAT program requires candidates to maintain a GPA of 3.0, provide 3 professional references, a resume, complete a background check, proof of liability insurance, and demonstrate their basic skills competency through Praxis, ACT, or competency menu (currently in pilot phase). Candidates also complete an admission interview essay and agree to the program's code of conduct before full acceptance.

The MAT program offers two distinct pathways to accommodate candidate needs. One pathway serves individuals already teaching under an alternative license who complete coursework while continuing in their current teaching role. The other pathway is a more traditional route for candidates who complete all coursework prior to engaging in the clinical experience. Both tracks include foundational courses in child and adolescent development, instructional strategies, assessment, diversity, and technology integration, with reflective exercises and applied projects woven throughout

For those candidates on the traditional route, the program culminates in a full-time, 12-week clinical mentorship experience where candidates assume teaching responsibilities under the guidance of a mentor teacher and university supervisor. During this placement, candidates gain hands-on experience in classroom management, lesson planning, instruction, and assessment while engaging in critical reflection and professional dialogue. For the pathway serving individuals who are already teaching, the clinical experience occurs during their first semester and content, and pedagogy coursework follows. Regardless of the pathway, candidates must meet exit criteria in order to graduate from the MAT program. To successfully exit the MAT program, candidates must complete a minimum of 32 graduate credits with a grade of "B" or higher in all courses and maintain a 3.0 GPA. Program completion includes passing the Praxis II content and Principles of Learning and Teaching exams required for licensure, completing a 12-week clinical mentorship experience, and presenting a comprehensive capstone portfolio. Candidates must also receive a favorable recommendation from the Teacher Education Committee to be eligible for graduation and teacher certification.

Through this structured, yet flexible progression from entry to exit, graduates emerge as competent, student-centered educators equipped to meet the needs of diverse learners and contribute meaningfully to their school communities. More information about the MAT program can be found in the Mayville State [Graduate Handbook](#).



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**4. Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes.

Since the last review in 2018, the MAT program has remained mostly unchanged with only one minor change. EDUC 593's title was updated from "Inclusive Classroom" to "Special Needs in Inclusive Classroom." The most significant shift in the MAT program has not been in coursework, but rather logistical structures. The EPP has consolidated all advising responsibilities under a single MAT advisor, who handles all prospective student intakes, transcript reviews, and academic advising, creating greater consistency in communication and enabling transparent, well-coordinated plans of study. This streamlined approach has allowed for optimized course scheduling, with classes offered once annually to ensure efficient resource use and positive peer learning experiences.

**5. Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Teaching experiences are an integral part of the MAT program as they are designed to help candidates understand the relationship between classroom theory and application to practice. The Student Placement Coordinator along with the MAT advisor (same person during the last cycle) monitor placements, making sure candidates receive placements supportive to their experiential learning. It is not likely candidates will be placed in schools in which they have attended, but for some, it is the school where they are employed. If candidates are not already employed, selection for the EDUC 500 experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time & distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family).

Clinical and field experiences occur in the following courses: EDUC 580: Instructional Strategies for the Classroom Teacher and EDUC 500 Teaching Mentorship Clinical Experience. Candidates receive teaching experiences in a variety of contexts within EDUC 580. These typically happen within their current positions or with learners they work with. Candidates teach lessons to a small, cross-curricular group of students or volunteers. These lessons may take place within the K-12 school setting or other educational settings. The EDUC 500 Teaching Mentorship Clinical Experience is a 12-week teaching experience that meets North Dakota student teaching requirements or the requirements of the candidate's licensing state. Candidates assume the professional educator's role of planning for instruction, teaching and assessing secondary level students in grades 5 – 12 alongside a master teacher who serves as a mentor.

Students in the MAT program who currently hold a teaching position with an alternative access teaching license may take EDUC 500 at the beginning of their studies and are provided with



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instructional guidance during the 12-week teaching mentorship clinical experience. These students with an alternative access license are supported in their application of theory to practice throughout all of their coursework when they go through the MAT program while employed with an alternative access license. The EDUC 500 12-week teaching experience is taken at the end of a candidate's professional studies if the candidate does not have an alternative access license.

<b>Field Experience</b>	<b>Total Number of Hours</b>
EDUC 500- 12 weeks, FT Classroom experience	12 weeks (600 hours)
EDUC 580- Small group teaching experiences	2 hours + planning

## **SECTION II: RESPONSE TO STANDARDS**

- 1. Areas of Weakness from Prior Review:** The prior review identified no areas of weakness. According to the Report to State Team (March 2019), the ESPB Content Expert Recommendation rated all standard components for Master of Arts in Teaching as "Met" and did not provide any recommendations.
- 2. Course/Assessment Matrix:**
  - Complete the matrix below.
    - List courses that address each of the ESPB standards for your program.  
(All courses listed should be linked to an electronic syllabus.)
    - List the assessments that most clearly align with each standard.  
(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
  - Provide a short narrative describing how the program addresses the standard.  
(For example, identify course objectives, activities and related experiences).

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### **SECTION III: ADDRESSING THE STANDARDS**

<b>State Standard</b>	<b>Course Prefix and Title</b>	<b>Assessment</b>
<p><b>Standard #1: Learner Development</b> The program requires an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>EDUC 555 – Child and Adolescent Development EDUC 592 - Theories of Learning &amp; Management EDUC 593 - Inclusive Classroom EDUC 595 Comprehensive Capstone Project EDUC 500 –Teaching Mentorship Clinical Experience</p>	<p><a href="#">Praxis Subject Assessment: Secondary Content Exams</a> (English, Health, Math, PE, Science, Social Studies) <a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 595 – Capstone Portfolio</a></p>

**Narrative:** The MAT program's curriculum addresses InTASC Standard 1 through an integrated sequence of courses that build comprehensive understanding of learner development across cognitive, linguistic, social, emotional, and physical domains. EDUC 555 – Child and Adolescent Development serves as the cornerstone course, providing in-depth coverage of human development from conception through early adulthood, with special emphasis on students of diversity and the variations in developmental patterns across all domains. This foundational knowledge is expanded through EDUC 592 – Theories of Learning and Management, which advances candidates' understanding by exploring theoretical perspectives on learning, cognition, student engagement, and motivation while examining how traumatic events impact social-emotional development and behaviors. The course prepares teacher leaders to make instructional decisions based on learners' unique needs, including learning styles, multiple intelligences, and emotional intelligences. EDUC 593 – Special Needs in Inclusive Environment deepens this developmental understanding by focusing on identifying and supporting students with special needs as outlined in federal legislation, emphasizing inclusive methods, modifications, and adaptations that address individual developmental variations across the full spectrum of abilities.

The practical application of developmental knowledge is ensured through field-based experiences and a comprehensive capstone portfolio. EDUC 500 – Teaching Mentorship Clinical Experience provides a 12-week full-time placement where candidates work with qualified mentor teachers to implement developmentally appropriate strategies while collecting and analyzing data on student learning and engagement. Throughout this experience, candidates observe firsthand the diverse developmental needs of learners and practice adapting their instruction accordingly. The EDUC 595 – Comprehensive Capstone Project serves as the culminating experience where candidates demonstrate competencies in knowledge, skills, and dispositions required for effective classroom teaching, synthesizing their understanding of learner development through portfolio artifacts and professional presentation that showcase their ability to design and implement developmentally appropriate and challenging learning experiences.



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Several assessment measures comprehensively evaluate MAT candidates' mastery of Standard #1. The Praxis II: Principles of Learning & Teaching exam directly measures candidates' theoretical knowledge of developmental patterns, learning processes, and their application to instructional planning across diverse learner populations. The EDUC 500 – InTASC/STOT Evaluation provides authentic assessment of candidates' ability to implement developmentally appropriate practices during their clinical experience, with evaluations from mentor teachers, university supervisors, and self-assessment measuring teaching skills that ensure students reach their learning goals regardless of developmental variations. The EDUC 595 – Capstone Portfolio serves as the comprehensive demonstration of competency, requiring candidates to provide artifacts, written rationales, and professional presentations that evidence their ability to recognize patterns of learning and development individually and across domains while designing appropriately challenging experiences. Together with the Praxis Subject Assessments, which validate content-specific pedagogical knowledge, these assessments ensure MAT candidates can both articulate and apply understanding of learner development to create inclusive, responsive learning environments that support all students' growth and achievement.



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<b>Standard #2: Learning Differences</b> The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	EDUC 592 - Theories of Learning and Management EDUC 593 - Inclusive Classroom EDUC 595 Comprehensive Capstone Project EDUC 581 Human Relations and Diversity EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis Subject Assessment: Secondary Content Exams</a> (English, Health, Math, PE, Science, Social Studies) <a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 581 Key Assessment: Philosophy of Diversity Paper</a> <a href="#">EDUC 595 – Capstone Portfolio</a>
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**Narrative:** The MAT program comprehensively addresses InTASC Standard 2 through a sequence of courses that build candidates' understanding of individual differences and diverse cultures to create inclusive learning environments. EDUC 581 – Human Relations and Diversity provides the foundational framework for MAT candidates by examining theoretical and practical issues of diversity in classroom settings related to disabilities, culture, race, gender, ethnicity, language, and socio-economic levels. The course challenges MAT candidates to examine stereotypes, prejudice, discrimination, and differing value systems to better understand behaviors and characteristics in diverse classrooms and provide supportive educational environments. This foundation is deepened through EDUC 593 – Special Needs in Inclusive Environment, which focuses on identifying students with special needs as outlined in federal legislation (PL 108-446 and PL 95-561), exploring inclusive methods in instruction, curriculum, and classroom management strategies, with emphasis on collaborative processes, organizational support services, and individualized learning plans. EDUC 592 – Theories of Learning and Management further develops MAT candidates' capacity to understand how unique learner needs, including learning styles, multiple intelligences, and emotional intelligences, require differentiated instructional decisions, while also addressing how traumatic events can impact cognition, social-emotional development, and behaviors of diverse learners.

The practical application of inclusive teaching strategies is developed through methods courses and field experiences. EDUC 580 – Instructional Strategies for the Classroom Teacher prepares candidates to provide high-quality instruction for diverse middle level and secondary students through research-based approaches including differentiated instruction, universal design for learning, and formative assessment to respond to needs and promote positive student outcomes for all learners. This theoretical knowledge is applied during EDUC 500 – Teaching Mentorship Clinical Experience, where candidates spend 12 weeks in diverse school settings that provide new and varied teaching experiences, collecting and analyzing data on student learning and engagement while working with learners from different backgrounds and with varying needs. The EDUC 595 – Comprehensive Capstone Project synthesizes this learning as MAT candidates demonstrate their competencies through portfolio development, integrating technology and experiences with diversity through artifact selection, written rationales, and professional presentations that evidence their ability to create inclusive environments where all learners can meet high standards.

The assessment measures provide robust evaluation of candidates' abilities to understand and respond to learning differences. The EDUC 581 Key Assessment: Philosophy of Diversity Paper serves as a critical reflection tool where candidates articulate their personal beliefs about diversity within educational settings,



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demonstrating their understanding of how individual differences and diverse cultures impact learning. The Praxis II: Principles of Learning & Teaching exam evaluates MAT candidates' knowledge of diverse learner characteristics and their ability to apply this understanding to create inclusive instructional plans. The EDUC 500 – InTASC/STOT Evaluation measures candidates' practical implementation of inclusive practices during their clinical experience, with evaluations from multiple perspectives (mentor teacher, university supervisor, and self) assessing their ability to ensure all students reach learning goals regardless of individual differences. The EDUC 595 – Capstone Portfolio provides comprehensive evidence of candidates' ability to meet the knowledge, skills, and dispositions related to diversity and inclusion, requiring integration of experiences with diverse learners through carefully selected artifacts and professional presentations. Candidates share their portfolios with faculty where their work is evaluated using a valid and reliable rubric. Combined with the Praxis Subject Assessments, which validate content-specific pedagogical knowledge, these assessments ensure MAT candidates can both understand and effectively implement inclusive practices that enable each learner to meet high standards regardless of their individual differences or cultural backgrounds.



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<b>Standard #3 Learning Environments:</b> The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	EDUC 593 - Inclusive Classroom EDUC 592 - Theories of Learning and Management EDUC 595 Comprehensive Capstone Project EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis Subject Assessment: Secondary Content Exams</a> (English, Health, Math, PE, Science, Social Studies) <a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 581 Key Assessment: Philosophy of Diversity Paper</a> <a href="#">EDUC 595 – Capstone Portfolio</a>
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**Narrative:** Creating supportive learning environments, as outlined in InTASC Standard 3, requires both theoretical concepts and practical skill, which the MAT program develops through carefully designed coursework. At the heart of this preparation, EDUC 592 – Theories of Learning and Management explores how teacher leaders navigate the complex relationships between student engagement, motivation, and behavior management. Rather than treating these as separate concerns, the course examines them as intertwined elements, particularly considering how trauma affects students' ability to engage with learning. Candidates discover how to foster self-directed learning while making ethical decisions about classroom management. Building on this foundation, EDUC 593 – Special Needs in Inclusive Environment shifts the focus to collaborative environments, where candidates learn approaches and organizational support services that create spaces where all students, including those with disabilities, giftedness, or other exceptionalities, can thrive together. The emphasis on collaborative processes teaches future educators that inclusive environments are not just about physical space but about building communities where every learner participates meaningfully.

These theoretical concepts are reinforced through hands-on application. EDUC 580 – Instructional Strategies for the Classroom Teacher challenges MAT candidates to design learning experiences using understanding by design and universal design principles, moving beyond traditional one-size-fits-all approaches. Here, candidates experiment with differentiated instruction and formative assessment techniques that keep students actively engaged while building 21st-century skills. Further application for MAT candidates comes during EDUC 500 – Teaching Mentorship Clinical Experience, where candidates spend 12 weeks managing actual classroom environments. Working alongside experienced mentor teachers, they navigate the daily realities of fostering positive social interactions, maintaining student engagement, and encouraging self-motivation across diverse groups of learners. These experiences feed directly into EDUC 595 – Comprehensive Capstone Project, where candidates pull together everything they've learned about creating effective learning spaces, presenting artifacts that demonstrate their growth from novice to skilled environment architects.

Multiple assessment checkpoints ensure candidates can build supportive learning environments. The EDUC 581 Philosophy of Diversity Paper asks MAT candidates to articulate how their beliefs about diversity translate into choices about creating their learning environments. During student teaching, the EDUC 500 – InTASC/STOT Evaluation uses a rubric to capture real-time evidence of environmental management skills, with mentor teachers and supervisors observing



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whether MAT candidates can actually establish the positive, productive spaces they have studied in coursework. The Praxis II exam tests whether candidates understand the research behind effective learning environments, while their content-specific Praxis Subject Assessments confirm they can create engaging environments within their particular disciplines. Finally, the EDUC 595 – Capstone Portfolio project becomes a showcase of environmental design expertise, where candidates must prove through artifacts and reflection that they've mastered not just the individual pieces of motivation strategies, collaborative structures, and behavioral supports, but can use them to create a cohesive learning community where students want to engage, work together, and push themselves to grow.



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<b>Standard #4: Content Knowledge</b> The program requires understanding the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. THIS STANDARD IS ASSESSED IN SEPARATE CONTENT AREA REVIEWER REPORTS AND A FINAL DETERMINATION MADE BY THE CONTENT EXPERT.	EDUC 595 Comprehensive Capstone Project EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis Subject Assessment: Secondary Content Exams</a> (English, Health, Math, PE, Science, Social Studies) <a href="#">Cumulative GPA at Completion</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 580 – Lesson Plan</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">Supervisor Survey</a> <a href="#">Transition to Teaching Survey</a> <a href="#">EDUC 500 – Lesson Plan</a>
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**Narrative:** InTASC Standard 4 focuses on content mastery, an essential element of effective teaching. While MAT candidates develop subject-specific expertise through their disciplinary coursework, the MAT program strategically embeds opportunities to demonstrate and refine how they make that content accessible to learners. EDUC 500 – Teaching Mentorship Clinical Experience serves as the primary course where content knowledge transforms into teaching practice. During this 12-week student teaching experience, candidates move beyond simply knowing their subject matter to actively designing experiences that help students grasp central concepts and tools of inquiry within their disciplines. Working in authentic classroom settings, MAT candidates discover firsthand how to bridge the gap between expert understanding and student accessibility, learning when to simplify without watering down, when to challenge without overwhelming, and how to connect abstract concepts to students' real life experiences. This clinical placement provides repeated opportunities to test different approaches for making content meaningful, with immediate feedback from both students' responses and mentor teachers' observations.

The EDUC 595 – Comprehensive Capstone Project becomes the space where candidates synthesize their journey from content expert to content teacher. Through careful artifact selection and reflective analysis, they document not just what they know, but how they've learned to share that knowledge effectively. The portfolio development process pushes candidates to examine their growth in translating disciplinary structures into learning experiences, showcasing lessons where they've successfully helped students master challenging concepts. This isn't merely about proving content knowledge exists—it's about demonstrating the sophisticated skill of making that knowledge come alive for diverse learners with varying backgrounds and preparation levels.

Assessment of content knowledge is woven throughout the program at multiple checkpoints, ensuring candidates possess both deep subject understanding and the ability to teach it effectively. The Praxis Subject Assessments provide a standardized measure of content expertise specific to each candidate's teaching area,



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while the cumulative GPA at completion reflects sustained academic achievement across their content preparation. The EDUC 580 and EDUC 500 Lesson Plans reveal how candidates structure content for learning, showing how they can identify essential concepts, sequence them logically, and create assessments that genuinely measure content mastery. The EDUC 500 – InTASC/STOT Evaluation captures how effectively candidates implement content instruction during student teaching, with observers using the rubric to note whether MAT candidates' lessons demonstrate command of subject matter and appropriate pedagogical content knowledge. Long-term effectiveness is measured through the Supervisor Survey and Transition to Teaching Survey, which gather feedback about whether program completers possess the content knowledge needed for successful classroom practice. The EDUC 595 – Capstone Portfolio ties everything together, requiring candidates to present evidence that they not only understand their content deeply but can make its central concepts, tools of inquiry, and structures accessible and meaningful for all learners. Ultimately, content experts in each discipline review these various data points to make final determinations about candidates' content knowledge adequacy, ensuring that those who complete the program possess the subject matter expertise their future students deserve.



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<b>Standard #5 Applications of Content</b> The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 581 Human Relations and Diversity EDUC 500 Teaching Mentorship Clinical Experience EDUC 595 Comprehensive Capstone Project	<a href="#">Praxis Subject Assessment: Secondary Content Exams</a> (English, Health, Math, PE, Science, Social Studies) <a href="#">Cumulative GPA at Completion</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 580 – Lesson Plan</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">Supervisor Survey</a> <a href="#">Transition to Teaching Survey</a> <a href="#">EDUC 500 – Lesson Plan</a>
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**Narrative:** Moving content from abstract knowledge to real-world application, as referenced in InTASC Standard 5, demands pedagogical skills that the MAT program cultivates through targeted coursework. EDUC 580 – Instructional Strategies for the Classroom Teacher anchors this development by preparing MAT candidates to develop high-quality lessons that link knowledge with thinking. Rather than treating content as isolated facts to memorize, the course emphasizes conceptual approaches like understanding by design and differentiated instruction that encourage MAT candidates toward critical analysis and creative problem-solving. Candidates learn to design varied instructional experiences that develop 21st-century skills, exactly the kind of higher-order thinking needed to tackle authentic issues. The course readings specifically examine how to create content-rich curricula where information becomes a tool for exploration. Meanwhile, EDUC 581 – Human Relations and Diversity explores the important skill of considering varied perspectives by challenging candidates to examine how cultural backgrounds, socio-economic levels, and differing value systems shape how students interpret and apply content. This examination of stereotypes, prejudice, and discrimination is not just theoretical, it directly informs how MAT candidates learn to present multiple viewpoints and help students see issues through various cultural and global lenses.

Across twelve weeks of full-time teaching in EDUC 500 – Teaching Mentorship Clinical Experience, MAT candidates test their abilities to make content relevant to students' lives and communities. They collect and analyze data not just on whether students learned the material, but on how engaged students were in applying it to meaningful problems. The diverse school settings expose candidates to different community contexts, pushing them to adapt their content applications to local issues while maintaining global awareness. This experience reveals the complexity of helping students move from understanding concepts to using them collaboratively to address real challenges. These practical insights culminate in EDUC 595 – Comprehensive Capstone Project, where candidates must demonstrate through their portfolios how they have grown in connecting academic content to authentic problem-solving. The project rubric specifically requires evidence of how candidates foster critical thinking and creativity, showing progression from simple content delivery to facilitation of collaborative inquiry around meaningful issues.



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The assessment framework captures both immediate and long-term success in content application. Lesson plans from EDUC 580 and EDUC 500 reveal how candidates structure learning experiences that move beyond recall to application, analysis, and creation, showing whether they can design instruction that genuinely engages their students in using content to solve problems rather than just learning about problems. The EDUC 500 – InTASC/STOT Evaluation provides real-time observation of whether MAT candidates successfully can facilitate critical thinking and collaborative problem-solving during actual instruction, with evaluators noting on the rubric how effectively lessons connect to authentic issues and incorporate diverse perspectives. The Praxis Subject Assessments and cumulative GPA establish that candidates possess sufficient content depth to guide students' applications, while the EDUC 595 – Capstone Portfolio requires concrete evidence of successful content application through carefully chosen artifacts and reflective analysis. The Supervisor Survey and Transition, completed by employers, and the Transition to Teaching Survey, completed by MAT graduates one year after graduation capture whether graduates implement these practices once they have their own classrooms. These post-program assessments reveal whether the MAT program's emphasis on content application translates into sustained practice that helps students see their academic learning as meaningful to engaging with local and global challenges.



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<b>Standard #6: Assessment</b> The program requires understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	EDUC 522 Educational Assessment EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 595 Comprehensive Capstone Project EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 580 – Lesson Plan</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">EDUC 500 – Lesson Plan</a>
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**Narrative:** Assessment literacy forms the backbone of responsive teaching and InTASC Standard 6. The MAT program builds this assessment literacy expertise through EDUC 522 – Educational Assessment, where candidates dive deep into a variety of evaluation tools and their purposes. Starting with clear identification of learning goals, the course walks MAT candidates through the practical realities of assessment design, how to select, create, and adapt evaluation tools that measure application of the standard. MAT candidates critique existing assessments to discover how many common tests fail to align with stated objectives. They also explore the strategic use of formative and summative feedback and learn to leverage technology for more efficient assessment practices. Most importantly, they develop skills in data-based decision making, learning to analyze assessment results to make instructional adjustments. This foundation is reinforced and expanded in EDUC 580 – Instructional Strategies for the Classroom Teacher, where assessment becomes integrated with lesson planning. The course's emphasis on understanding by design naturally embeds assessment throughout the instructional process, teaching candidates to use formative checks that guide both their teaching decisions and students' learning paths in real-time.

The translation from assessment theory to daily practice happens during EDUC 500 – Teaching Mentorship Clinical Experience, where MAT candidates spend 12 weeks discovering how assessment functions in middle and high school classrooms. During this semester, MAT candidates experience the constant decision-making that assessment requires, when to pause for a quick comprehension check, how to read the room and adjust, what to do when assessment data contradicts expectations. The requirement to collect and analyze data on both student learning and engagement pushes MAT candidates beyond traditional testing into more formative evaluation of whether students are learning. These experiences are synthesized in EDUC 595 – Comprehensive Capstone Project, where MAT candidates must articulate and demonstrate their assessment philosophy through concrete examples as artifacts, showing how they have learned how to engage learners in self-assessment and use multiple data sources to show student progress.

The MAT program's evaluation of assessment literacy happens through multiple authentic measures. Both the EDUC 580 and EDUC 500 Lesson Plans include a rubric that requires MAT candidates to demonstrate assessment integration. The rubric evaluates how the assessments connect to objectives, how candidates differentiate evaluation for diverse learners, and how results will inform their next steps. During clinical experience, the EDUC 500 – InTASC/STOT Evaluation rubric captures whether candidates implement varied assessment strategies effectively, with observers specifically noting how candidates use assessment to monitor progress and adjust instruction. The Praxis II: Principles of Learning & Teaching exam provides standardized validation of assessment knowledge, testing



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whether candidates understand the research base and best practices behind effective evaluation. The EDUC 595 – Capstone Portfolio serves as the culminating demonstration, requiring candidates to showcase artifacts and rationale that prove they can use assessment to support student growth. Through these layered evaluations, the program ensures graduates enter classrooms ready to use assessment as a dynamic tool for learning, helping both teachers and students make informed decisions about learning.



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<b>Standard #7: Planning for Instruction</b> The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 572 Instructional Resources and Technology EDUC 526 Foundations of Practices in Reading Instruction EDUC 595 Comprehensive Capstone Project EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 580 – Lesson Plan</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">EDUC 500 – Lesson Plan</a>
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**Narrative:** Effective instructional planning (InTASC Standard 7) is essential for all educators. EDUC 580 – Instructional Strategies for the Classroom Teacher establishes the lesson planning foundation for MAT candidates through understanding by design and differentiated instruction frameworks, teaching MAT candidates to create content-rich lessons that link knowledge with application while meeting diverse student needs. The course emphasizes designing varied instruction and conducting formative assessments that inform ongoing planning. This foundation extends into specialized areas through EDUC 526 – Foundations of Practices in Reading Instruction, which equips candidates with research-based strategies for planning literacy instruction across content areas, particularly with non-fiction texts. Candidates learn to plan for fluency, vocabulary, and comprehension development while incorporating assessment data to identify and address reading difficulties. EDUC 572 – Instructional Resources and Technology adds another planning dimension, showing MAT candidates how to integrate technology meaningfully into instructional design to support engagement, motivation, and 21st-century skill development aligned with ISTE standards.

Lesson plan theory transforms into practice during EDUC 500 – Teaching Mentorship Clinical Experience, where candidates navigate the complexities of daily lesson planning across twelve weeks of student teaching. Working in diverse settings, MAT candidates discover how community context and student backgrounds shape instructional decisions, learning to adapt pre-made plans when faced with unexpected student needs or responses. This real-world planning experience feeds into EDUC 595 – Comprehensive Capstone Project, where candidates demonstrate their evolution as instructional planners through portfolio artifacts that showcase increasingly sophisticated planning abilities.

The assessment framework provides comprehensive evaluation of planning competencies through multiple authentic measures. The EDUC 580 Lesson Plan assessment specifically evaluates candidates' ability to integrate assessment, planning, and instructional strategies in coordinated and sequential ways, with the accompanying template, guide, and rubric providing clear performance expectations for instructional planning. This formative assessment is reinforced by the summative EDUC 500 Lesson Plan evaluation during clinical experience, where mentor teachers, university supervisors, and candidates themselves assess planning skills in real classroom contexts, measuring growth from initial methods courses through completion. The EDUC 500 – InTASC/STOT Evaluation examines how effectively candidates implement their planned instruction, measuring whether their planning results in students reaching learning goals and



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whether they can adapt plans responsively based on student needs. The Praxis II: Principles of Learning & Teaching provides standardized validation of candidates' understanding of planning principles, including how to incorporate knowledge of learners, content, and community context into instructional design. Finally, the EDUC 595 – Capstone Portfolio requires candidates to present comprehensive evidence of planning expertise through carefully selected artifacts and written rationales that demonstrate their ability to plan instruction supporting every student in meeting learning goals, showing progression from basic lesson planning to comprehensive unit and curriculum design that draws upon cross-disciplinary knowledge and responds to community contexts.



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<b>Standard #8: Instructional Strategies</b> The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	EDUC 580 Instructional Strategies for the Classroom Teacher EDUC 572 Instructional Resources and Technology EDUC 526 Foundations of Practices in Reading Instruction EDUC 595 Comprehensive Capstone Project EDUC 500 Teaching Mentorship Clinical Experience	<a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 580 – Lesson Plan</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">EDUC 500 – Lesson Plan</a>
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**Narrative:** Building a comprehensive instructional toolkit happens through layered experiences that connect theory with practice as outlined in InTASC Standard 8. At the MAT program's core, EDUC 580 – Instructional Strategies for the Classroom Teacher immerses candidates in varied methodological approaches. from direct instruction to inquiry-based learning, from collaborative structures to independent exploration. MAT candidates learn about these strategies and have opportunities to experiment with them, designing lessons that help students build deep conceptual understanding rather than surface-level memorization. EDUC 526 – Foundations of Practices in Reading Instruction adds specialized strategies for literacy development, teaching MAT candidates research-based approaches for helping students comprehend and analyze texts across content areas. The course's emphasis on teaching demonstrations ensures MAT candidates practice these strategies before taking them into real classrooms. Technology integration through EDUC 572 – Instructional Resources and Technology expands MAT candidates' skills further, showing how digital tools can transform traditional instructional approaches and create new possibilities for student engagement and demonstration of learning.

These strategies are explored and refined during EDUC 500 – Teaching Mentorship Clinical Experience, where MAT candidates spend 12 weeks using a variety of instructional strategies to encourage learners to think deeply about the content. MAT candidates discover that effective instruction is not about having one perfect strategy but gauging student interest and pivoting seamlessly between approaches as needed. They learn to match strategies to content delivery, student readiness, and learning objectives. The EDUC 595 – Comprehensive Capstone Project becomes the space to reflect on this strategic growth, with MAT candidates analyzing their expanding instructional toolbox and its impact on student learning.

Multiple assessments capture MAT candidates' development and implementation of varied instructional strategies. The EDUC 580 Lesson Plan assessment uses a rubric to measure MAT candidates' ability to articulate and justify their choices, requiring candidates to demonstrate understanding of when and why to use specific instructional approaches for different learning objectives and student populations. This initial assessment establishes baseline competency that is built upon during clinical experience, where the EDUC 500 Lesson Plan evaluation, with a higher target score, examines more comprehensive strategy integration in authentic teaching contexts. The EDUC 500 – InTASC/STOT Evaluation provides real-time observation data, with mentor teachers and university supervisors specifically noting the variety, appropriateness, and effectiveness of instructional strategies employed. The Praxis II: Principles of Learning & Teaching exam



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evaluates theoretical knowledge of research-based instructional strategies and their appropriate applications across different learning contexts and student needs. The EDUC 595 – Capstone Portfolio serves as the culminating demonstration of strategic expertise, requiring MAT candidates to showcase artifacts that evidence successful implementation of varied instructional approaches and how different strategies lead to meaningful knowledge application and deep content understanding. Candidates must provide written rationales explaining their selections and reflecting on how these choices impacted diverse learners' ability to make connections across content areas and apply knowledge in authentic ways.



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<b>Standard #9: Profession Learning and Ethical Practice</b>  The program requires candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	EDUC 595 Comprehensive Capstone Project EDUC 580 Instructional Strategies of the Classroom Teacher EDUC 500 Teaching Mentorship Clinical Experience EDUC 550 Foundations of Education and Leadership EDUC 593 Inclusive Classroom EDUC 581 Human Relations and Diversity	<a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 581 Key Assessment: Philosophy of Diversity Paper</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">Supervisor Survey</a> <a href="#">Transition to Teaching Survey</a>
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**Narrative:** Professional growth and ethical decision-making as emphasized in InTASC Standard 9 occur throughout the MAT program, beginning with EDUC 550 – Foundations of Education and Leadership. This course has MAT candidates examine education's historical, philosophical, and social foundations while emphasizing professionalism and teacher leadership. The course's exploration of educational philosophy helps MAT candidates develop their own ethical frameworks, while research into cultural diversity and current trends prepares them for ongoing professional learning. EDUC 581 – Human Relations and Diversity deepens their ethical awareness by confronting MAT candidates with complex issues around stereotypes, prejudice, and discrimination, pushing them to examine how their choices affect diverse learners and families. EDUC 593 – Special Needs in Inclusive Environment adds another ethical dimension through its focus on collaborative processes and support services, teaching MAT candidates their professional responsibilities to students with disabilities and their families. The course also emphasizes how professional practice requires continuous learning about evolving legal requirements, emerging best practices, and individual student needs.

Ethical practice becomes concrete during EDUC 500 – Teaching Mentorship Clinical Experience, where candidates face daily decisions (for 12 weeks) that affect students' academic and emotional well-being. The requirement to collect and analyze data on student learning teaches evidence-based practice, while working with mentor teachers allows MAT candidates to practice professional collaboration and continuous improvement. EDUC 580 reinforces this reflective practice by requiring MAT candidates to evaluate and adjust their instructional strategies based on student outcomes. Content and application culminate in the EDUC 595 – Comprehensive Capstone Project, which requires MAT candidates to share artifacts and rationale related to their professional learning and ethical practice as well as their professional growth through the Reflective Experiential Model.



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The assessment structure as aligned to InTASC Standard 9 provides evidence of professional learning and ethical practice development across the program. The EDUC 581 Key Assessment: Philosophy of Diversity Paper serves as a reflection tool where candidates share their personal beliefs about diversity in education, demonstrating ethical frameworks that will guide their teaching careers. The EDUC 500 – InTASC/STOT Evaluation captures professional behavior and ethical decision-making during clinical experience through multi-rater observations, with mentor teachers, supervisors, and MAT candidates themselves assessing candidates' professionalism, ability to reflect on practice, and responsiveness to feedback about their impact on learners. The Praxis II: Principles of Learning & Teaching exam validates understanding of professional responsibilities and ethical standards in education. The EDUC 595 – Capstone Portfolio rubric requires comprehensive evidence of professional growth through the program's Reflective Experiential Model, with MAT candidates demonstrating through artifacts and written rationales how they have developed as reflective practitioners who use evidence to evaluate and improve their practice. Finally, the Supervisor Survey and Transition to Teaching Survey provide longitudinal data on professional learning, with direct supervisors assessing completers' professionalism, ability to work with diverse learners, and commitment to ongoing improvement approximately one year after program completion. The Transition to Teaching Survey captures graduates' self-assessment of their continued professional development, revealing whether they maintain reflective practice, seek professional learning opportunities, and adapt their teaching based on student needs and outcomes, providing crucial evidence that the program's emphasis on ethical practice and continuous improvement persists into professional practice.



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<b>Standard #10: Leadership and Collaboration</b> The program prepares teacher candidates to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.	<a href="#">EDUC 500 Teaching Mentorship Clinical Experience</a> <a href="#">EDUC 595 Comprehensive Capstone Project</a> <a href="#">EDUC 550 Foundations of Education and Leadership</a>	<a href="#">Praxis II: Principles of Learning &amp; Teaching</a> <a href="#">EDUC 500 – InTASC/STOT Evaluation</a> <a href="#">EDUC 581 Key Assessment: Philosophy of Diversity Paper</a> <a href="#">EDUC 595 – Capstone Portfolio</a> <a href="#">Supervisor Survey</a> <a href="#">Transition to Teaching Survey</a>
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**Narrative:** Teacher leadership and collaborative skills develop through both structured learning and authentic practice. EDUC 550 – Foundations of Education and Leadership explicitly states that teaching is a leadership profession, exploring how teachers influence not just their classrooms but their schools and communities. Through studying the structure and roles of local, state, and federal education systems, MAT candidates understand the broader context in which teacher leadership operates. The course's emphasis on teacher leadership and student-led research prepares candidates to take initiative in improving educational outcomes beyond their individual classrooms. Virtual field experiences expose candidates to different leadership styles and collaborative structures across various educational settings and content areas.

Leadership theory is applied by MAT candidates during EDUC 500 – Teaching Mentorship Clinical Experience, where candidates join established professional communities and spend 12 weeks learning to navigate complex collaborative relationships. Working with mentor teachers and university supervisors, MAT candidates experience mentorship about how to accept guidance while also beginning to contribute their own insights. Collaboration extends beyond the classroom as candidates interact with families, specialists, administrators, and support staff, learning how effective teaching requires coordinated effort across multiple stakeholders. EDUC 595 – Comprehensive Capstone Project synthesizes these experiences, requiring candidates to identify connections between learning and leadership through the Authentic/Constructivist Leadership Model in their final portfolio.

Assessment of leadership and collaboration competencies occurs through multiple measures. The EDUC 581 Key Assessment: Philosophy of Diversity Paper, while primarily focused on diversity, also reveals MAT candidates' understanding of their collaborative responsibilities to diverse communities and families, demonstrating awareness of how teacher leadership must be culturally responsive and inclusive. The EDUC 500 – InTASC/STOT Evaluation specifically measures collaborative skills and professional leadership during the clinical experience, with mentor teachers, university supervisors, and MAT candidates



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themselves noting how effectively candidates work with mentor teachers, communicate with families, participate in professional learning communities, and take appropriate initiative in supporting student learning. The Praxis II: Principles of Learning & Teaching exam assesses theoretical understanding of professional collaboration, family engagement, and the teacher's role in school improvement. The EDUC 595 – Capstone Portfolio requires candidates to demonstrate leadership growth through artifacts showing collaboration with colleagues, families, and community members, with written rationales explaining how these collaborative efforts advanced student learning and professional practice. The portfolio presentation itself becomes an act of professional leadership as candidates share their learning with peers and faculty. Finally, the Supervisor Survey and Transition to Teaching Survey provide critical post-program data on leadership development, with supervisors evaluating whether completers take on leadership roles in their schools, collaborate effectively with colleagues and families, and contribute to advancing the profession. The Transition to Teaching Survey captures graduates' own perspectives on their preparation for collaboration and leadership, including their confidence in working with families, participating in professional communities, and advocating for student needs. This information reveals whether the MAT program successfully prepared teachers who see themselves as leaders and active collaborators in the educational experience.



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## **SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 1.A-1.D described below and provide information requested related to the two-four additional assessments you selected in 2.

### **1. Required Assessments:**

#### **1. A Praxis II: Content Test: Complete Table 1.A**

<b>Praxis Subject Assessment: Secondary Content Exams</b>					
<b>Year</b>	<b>Content Area Test Name and Number</b>	<b>ND Passing Score</b>	<b>Total # of Test Takers</b>	<b>Average Score</b>	<b>Percent Passing</b>
2022 – 2023	5165	159	2	166	100%
	5038	167	1	194	100%
	5081	153	1	191	100%
	5435	150	1	160	100%
2023 – 2024	5038	167	3	180	100%
	5081	153	1	197	100%
	5435	141	1	147	100%
	5091	143	1	155	100%
2024 – 2025	5165	159	4	168	75%
	5038	167	2	167	100%
	5091	143	1	171	100%

#### **1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B**

<b>Praxis II: Principles of Learning &amp; Teaching</b>					
<b>Year</b>	<b>Content Area Test Name and Number</b>	<b>ND Passing Score</b>	<b>Total # of Test Takers</b>	<b>Average Score</b>	<b>Percent Passing</b>
2022 – 2023	5624	157	5	183	100%
2023 – 2024	5624	157	5	180	100%
	5625	157	1	161	100%
2024 – 2025	5624	157	5	175	100%
	5625	157	2	164	100%



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### 1. C Cumulative GPA at the point of completion: Complete Table 1.C

Cumulative GPA at Completion			
Year	N (number of candidates)	Overall Average GPA	Range of GPA
2022 – 2023	5	3.98 (MAT) 3.58 (Calculated*)	3.94 - 4.0 (MAT) 3.18 - 4.0 (Calculated*)
2023 – 2024	6	3.88 (MAT) 3.61 (Calculated*)	3.44 - 4.0 (MAT) 3.10 - 4.0 (Calculated*)
2024 – 2025	6	3.90 (MAT) 3.67 (Calculated*)	3.56 - 4.0 (MAT) 3.41 - 3.96 (Calculated*)

\* Calculated refers to MAT coursework and coursework required for licensure (content and specific essential studies courses).

### 1. D Student Teaching Performance (Clinical Experience) Evaluation

#### EDUC 500 – InTASC/STOT Evaluation (SLO 2)

**Description:** The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the clinical experience of the teacher candidates' program. This could have taken place at the beginning or end of a candidates' program based on the pathway they selected. The STOT evaluation is completed by the candidate, their student teaching university supervisor, and their mentor teacher.

**Proficiency Scale:** Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

**Target:** 3.0 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	5	Mentor Teacher	2.84	3.00
		University Supervisor	3.46	3.00
		Self	2.8	3.00
2023-2024	6	Mentor Teacher	3.46	3.00
		University Supervisor	3.29	3.00
		Self	2.83	3.00
2024-2025	6	Mentor Teacher	3.08	3.00
	6	University Supervisor	3.01	3.00
	5	Self	3.53	3.00



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### 2. Additional Assessments

#### 2a. Pre-student Teaching Practicum Evaluations

##### EDUC 580 – Lesson Plan (SLO 2)

**Description:** The purpose of the lesson plan during EDUC 580 Instructional Strategies Classroom Teacher is to measure MAT teacher candidate's ability to understand and integrate assessment, planning, and instructional strategies in coordinated, sequential and engaging ways. Lesson planning assessment is used to formatively monitor growth in the ability to plan for learning and integrate knowledge learned in the MAT program. The template, guide, and rubric provide clear direction about instructional targets as well as descriptions of levels of performance. The common lesson plan template and the lesson plan rubric are provided to candidates as they enter the program. Lesson planning skills are assessed at the end of EDUC 580 by the Instructor and the Teacher Candidate themselves.

**Proficiency Scale:** Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

**Target:** 3.0 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	7	Instructor	3.5	3.00
	8	Self	3.04	3.00
2023-2024	5	Instructor	3.22	3.00
		Self	3.63	3.00
2024-2025	5	Instructor	3.26	3.00
		Self	3.46	3.00

#### 2b. Key Performance Task

##### EDUC 581 Key Assessment – Philosophy of Diversity Paper

**Description:** The Philosophy of Diversity in Education key assessment is administered within the Division of Education's Elementary, Secondary, and Early Childhood programs during EDUC 581 Human Relations and Cultural Diversity. This course typically occurs near the mid or end point of a teacher candidate's plan of study. This assessment aims to answer the question, what does diversity in education mean to you? Reflecting on this question and organizing the teacher candidate's beliefs is a significant step towards developing a philosophy of diversity that will guide their teaching career. The philosophy of diversity paper allows the teacher candidate to reflect on their personal and unique beliefs about diversity within an educational setting

**Proficiency Scale:** Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

**Target:** 56 points or higher out of 64 points using rubric scores of proficiency scale



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Year	N (number of candidates)	Scores	Target Score
2022 – 2023	8	61.63	56 or higher
2023 – 2024	2	64	56 or higher
2024 – 2025	9	63.56	56 or higher

**2c. Capstone Project**

**EDUC 595 – Capstone Portfolio (SLO 2)**

**Description:** The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards. Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates create this professional portfolio throughout their teacher education program within their TaskStream account. The final Capstone Portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 595 – Comprehensive Capstone Project.

**Proficiency Scale:** Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

**Target Score:** 3.0

Year	N (number of candidates)	Average Score	Target Score
2022 – 2023 (former rubric)	5	3.8	3.0
2023 – 2024	6	3.81	3.0
2024 – 2025	6	3.73	3.0



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### 2d. Employer survey results related to content knowledge

#### Supervisor Survey

**Description:** The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

**Proficiency Scale:** Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

**Target:** 3.0 or higher

Year	Supervisor Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023		1	4.0
2023 – 2024	Effectively teach the subject matter in my licensure area.	4	4.0
2024 – 2025		1	3
2022 – 2023		1	4.0
2023 – 2024	Design activities where students engage with subject matter from a variety of perspectives.	4	3.5
2024 – 2025		1	3
2022 – 2023		1	4.0
2023 – 2024	Help students develop critical thinking processes.	4	3.5
2024 – 2025		Item removed	
2022 – 2023		1	4.0
2023 – 2024	Help students develop skills to solve complex problems.	4	3.5
2024 – 2025		1	2
2022 – 2023		1	3.5
2023 – 2024	Make interdisciplinary connections among core subjects.	4	3.25
2024 – 2025		Item removed	
2022 – 2023		1	4.0
2023 – 2024	Know where and how to access resources to build global awareness and understanding.	4	3.67
2024 – 2025		1	3
2022 – 2023		1	4.0
2023 – 2024	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	4	3.75
2024 – 2025		1	3
2022 – 2023		1	4.0
2023 – 2024	Connect core content to students' real-life experiences.	4	3.5
2024 – 2025		1	3
Overall Item Average			3.51



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### 2e. Graduate survey results related to content knowledge

#### Transition to Teaching Survey

**Description:** The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.

**Proficiency Scale:** Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

**Target:** 3.0 or higher

Year	Transition to Teaching Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023		2	3.5
2023 – 2024	Effectively teach the subject matter in my licensure area.	3	3.33
2024 – 2025		4	3.5
2022 – 2023		2	3.5
2023 – 2024	Design activities where students engage with subject matter from a variety of perspectives.	3	4.0
2024 – 2025		4	3.75
2022 – 2023		2	3.5
2023 – 2024	Help students develop critical thinking processes.	3	4.0
2024 – 2025		Item removed	
2022 – 2023		2	3.0
2023 – 2024	Help students develop skills to solve complex problems.	3	4.0
2024 – 2025		4	3.5
2022 – 2023		2	3.0
2023 – 2024	Make interdisciplinary connections among core subjects.	3	3.33
2024 – 2025		Item removed	
2022 – 2023		2	3.0
2023 – 2024	Know where and how to access resources to build global awareness and understanding.	3	2.67
2024 – 2025		4	3.25
2022 – 2023		2	4.0
2023 – 2024	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	3	3.67
2024 – 2025		4	3.75
2022 – 2023		2	3.0
2023 – 2024	Connect core content to students' real-life experiences.	3	3.33
2024 – 2025		4	3.75
Overall Item Average			3.47



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### 2f. Additional assessment of choice

#### EDUC 500 – Lesson Plan (SLO 2)

**Description:** The purpose of the lesson plan during EDUC 500 Clinical Experience is to measure MAT teacher candidate's ability to understand and integrate assessment, planning, and instructional strategies in coordinated, sequential and engaging ways. Lesson planning assessment is used to formatively monitor growth in the ability to plan for learning and integrate knowledge from the first methods courses and summatively clinical placements through completion. The template, guide, and rubric provide clear direction about instructional targets as well as descriptions of levels of performance. The common lesson plan template and the lesson plan rubric are provided to candidates as they enter the program.

Lesson planning skills are summatively assessed at the end of EDUC 500 Clinical Experience by the Mentor Teacher, University Supervisor, and the Teacher Candidate themselves.

**Proficiency Scale:** Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

**Target:** 3.0 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	3*	Reconciled	3.33	3.00
		Self	3.17	3.00
2023-2024	6	Reconciled	3.13	3.00
		Self	2.78	3.00
2024-2025	5	Reconciled	3.08	3.00
		Self	3.16	3.00

\*in 22 –23, 2 of the candidates did not complete lesson plans (it wasn't part of our evaluation process at the time of their student teaching)



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### 3. Respond to the following questions:

- a. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards

The data across all required and additional assessments demonstrate that MAT candidates consistently meet or exceed the professional standards for content knowledge, pedagogical knowledge, instructional planning, and clinical practice. Performance on state licensure exams provides strong evidence of candidates' mastery of required competencies. Across three academic years, candidates achieved exceptionally high pass rates on the Praxis II content exams, including multiple years of 100% passing across several content areas, with average scores well above North Dakota's required thresholds. Similarly, candidates demonstrated strong pedagogical preparation on the Praxis PLT, maintaining 100% pass rates each year with average scores significantly exceeding the state's passing score of 157. These results confirm that candidates possess the foundational content and pedagogical knowledge expected of beginning teachers.

Academic performance further supports this conclusion. Candidates consistently maintain high GPAs, with MAT cohort averages ranging from 3.88 to 3.98, and calculated GPAs ranging from 3.58 to 3.67, demonstrating sustained academic excellence throughout the program. Clinical performance data from the STOT/InTASC evaluations show that candidates meet or exceed the target score of 3.0 across most evaluators and years. University Supervisor ratings consistently meet the target, and Mentor Teacher evaluations meet or exceed expectations in two of the three years. Self-evaluations also show growth, with the most recent cohort averaging 3.53, indicating candidates' increasing confidence and competence in their instructional practice.

Additional key assessments reinforce candidates' readiness to meet professional standards. Lesson planning assessments in EDUC 580 and EDUC 500 show that candidates consistently score above the target of 3.0, with Instructor and reconciled evaluator scores ranging from 3.13 to 3.5. Candidates also demonstrate strong understanding of diversity and culturally responsive practice, as evidenced by high scores on the EDUC 581 Philosophy of Diversity Paper, with all cohorts scoring above the target of 56/64. Capstone Portfolio results further confirm candidates' ability to integrate program standards, with average scores between 3.73 and 3.81 across all years.

Finally, employer and graduate survey data provide external validation of candidate preparedness. Supervisors rate program completers highly across content-related competencies, with item averages ranging from 3.0 to 4.0 and an overall average of 3.51. Graduates' self-



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assessments align with these findings, reporting strong preparedness with an overall average of 3.47. Together, these multiple measures demonstrate that MAT candidates consistently meet the standards and are well prepared to enter the teaching profession with the knowledge, skills, and dispositions necessary for effective practice.

**b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.**

Analysis of the MAT assessment data over the past three years has led to several intentional program improvements designed to strengthen candidate performance and ensure continued alignment with professional standards. One of the most significant findings was the variability in clinical evaluation scores, particularly in Mentor Teacher and Self-evaluation ratings within the STOT/InTASC assessment. For example, Mentor Teacher scores ranged from 2.84 to 3.46, and Self-evaluation scores in some years fell below the target of 3.0. In response, the program is planning to implement more training for mentor teachers and university supervisors to ensure consistent use of the rubric. Additionally, candidates now receive more explicit instruction and guided practice in self assessment to improve their ability to accurately evaluate their own performance. These changes were made to strengthen reliability across evaluators and to support candidates in developing reflective practice skills.

The data also revealed that lesson planning scores in EDUC 500, particularly self evaluations (e.g., 2.78 in 2023–2024), were occasionally below the target. To address this, the program revised the number of lesson plans submitted in throughout the MAT program. Candidates now receive earlier and more scaffolded exposure to lesson planning expectations, including targeted practice and exemplars aligned to the common valid and reliable rubric. This adjustment ensures that MAT candidates enter clinical placements (and their own classroom) with stronger foundational planning skills, which is essential given the central role of instructional design in meeting InTASC standards.

Another change resulted from the small but notable decrease in employer survey ratings in 2024–2025, where some items dropped to 3.0, compared to previous years' consistent 3.5–4.0 ratings. In response, the program strengthened partnerships with school districts to gather more detailed qualitative feedback from employers and to ensure that coursework continues to reflect current classroom expectations. This includes conducting virtual focus groups with employers to learn how the program can reinforce candidates' readiness to teach diverse learners and apply content in real-world contexts.



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Finally, although candidates consistently performed well on the Philosophy of Diversity Paper and Capstone Portfolio, the program used these strong results to reinforce and expand what is working. Faculty increased opportunities for candidates to apply diversity and equity concepts across multiple courses rather than in isolated assignments. This decision was grounded in consistently high scores (e.g., 63.56/64 in 2024–2025) and reflects a commitment to maintaining strengths while ensuring that diversity related competencies remain integrated throughout the MAT program.

Collectively, these program changes reflect a data driven approach to continuous improvement. Each adjustment directly responds to patterns in candidate performance and stakeholder feedback, ensuring that the MAT program remains aligned with state and national standards while supporting candidates' success across all domains of professional practice.